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ABSTRACT

Although the world has changed considerably in the past three decades, community colleges and their guiding missions have largely not adapted to changing conditions. College mission statements tend to be unfocused documents that provide overly broad goals. In the business world, the mission statements of effective companies are brief, crisp, and clear, while even governmental and religious agencies manage to develop mission statements that are more focused and succinct than those of community colleges. The questions for college officials, then, are why their mission statements are so unfocused and what benefits would occur if they were fixed. If vague mission statements are not seen as a significant problem, the use of the statement as a guide to college action is seriously called into question. Another question to address is why current college missions overlap so much with those of the 1960's, when so much has changed since then. Finally, college officials should consider the effects an unfocused mission statement might have on state officials seeking to implement stricter outcomes assessment and performance-based funding. An appendix provides a general education survey developed by the State Council of Higher Education for Virginia, illustrating the increasing emphasis of state officials on the rationale and structure of college programs. (Contains 12 references.) (BCY)

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ED 421 182

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Community college mission: A '60s mission looking at a Y2K world

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JC 980 324

Community college mission: A '60s mission looking at a Y2K world

Abstract: The world has changed much in the past three decades; change continues unabated. In response to change, private businesses have moved toward pithy, even terse, mission statements. Some are as short as one or two lines. Many of the same external forces face community colleges, yet few have developed mission statements that are markedly different from those of many years ago. The mission statements of many community colleges are still reminiscent of Moore's (1971) Blind man on a freeway.

The traditional community college mission was well described by Moore in 1971. He likened us to driving full speed ahead while looking in the rear view mirror. More than a quarter of a century later, his depiction seems still appropriate.

We live in a rapidly changing world (e.g., Levin, 1998, 1998a, 1998b), but not just in the traditionally considered demographic, social, and economic dimensions (e.g., Major, 1996; Shostak, 1996; Khalilzad & Lessor, 1998; Pelton, 1998; Reiman, 1998; Salzman & Matathia, 1998). A seldom-considered example of change, the Human Genome Project, will have dramatic effects on our society. http://www.nhgri.nih.gov/HGP 24July98

In the short run, the benefits of HGP to insurance companies and related entities are significant. In the somewhat longer run but still within the next few years, there will be significant benefits in terms of medical treatment and "parents' right to choose" re offspring characteristics, especially (or at least initially) via artificial insemination/implantation. The implications for insurance already are starting to drive employability, promotion and retention. Biological privacy is irretrievably gone. With the advent of cloning, our claim to uniqueness as individuals is seriously undermined.

The role of males in our society will further deteriorate -- already they are less likely to be breadwinners and family heads; soon, males will be seen as irrelevant for breeding, so they will develop considerable psychological issues around identity and self-concept/self-esteem. Our society will be stratified not only in terms of economics, education, and social class, but

also in terms of biology – the rich will be able to buy good genes and to repair genetic defects.

These and many other changes that will be secondary to the human genome project and other forces cannot be put it back in the box. Collectively they will change how we conceive of ourselves as biological organisms and as human beings.

Many other changes, including decreasing household size; decreasing relevance of geopolitical boundaries; merging of crime, terrorism, and war (Van Creveld, 1991); aging populations; diversity rather than common purpose – all of these are affecting our lives. So, how does the community college mission anticipate or respond to these significant trends? By and large, it does not.

In addition to being poorly communicated and unrelated to what is going on around us, most community college mission statements are prolix and unfocused. Community college mission statements provide license but not guidance. Once might do anything short of running a house of ill repute and still remain within the bounds of the typical community college mission statement. Second thought, even a house of ill repute might be covered under "economic development." As a typical egregious example, the mission statement for my own beloved community college is:

> *The mission of Blue Ridge Community College is to serve the counties of Augusta, Highland and Rockingham and the cities of Harrisonburg, Staunton, and Waynesboro; through the operation of a comprehensive program of instruction, extending not beyond the associate degree. In fulfilling this mission, the College operates within the policies of the State Board of Community Colleges and in accord with the mandates of the Virginia General Assembly.*
>
> *Blue Ridge Community College is dedicated to the belief that individuals should be afforded a continuing opportunity for the development and extension of skills and knowledge along with an opportunity to increase their awareness of their role and responsibility in society. The College is devoted to serving the educational needs of its service area through cooperative efforts with local industry, business, professional groups, educational agencies, and government.*
>
> *In meeting its established goals, the College offers various post-high school programs to anyone who has a high school diploma or its equivalent, or is at least eighteen years of age and can benefit from the programs which are offered. In addition, the College maintains a counseling and testing program along with other student services*

designed to help students make sound decisions regarding their educational, occupational, and personal objectives.

Because an increasingly dynamic and complex society presents new and often unforeseen demands on its members, the College provides a continuing education program to train or retrain individuals for employment or advancement and to enrich the lives of the individuals who wish to pursue courses of study and satisfy a need for personal growth.

In pursuing its mission, Blue Ridge Community College recognizes its obligation to reflect and influence the social, economic, cultural, and intellectual aspirations of the community it serves.
http://www.br.cc.va.us/html/mission.html 24July98

To show that Blue Ridge is not alone in stating a mission that is essentially a grab-bag, I offer another, from a community college that, out of courtesy, shall remain nameless:

[blank] Community College functions within the total educational community to assure that all individuals in the college's service region are given a continuing opportunity to develop and extend their skills and knowledge through quality programs and services that are financially and geographically accessible.

The College offers services in occupational/technical education, transfer education, developmental Studies, continuing education, and community service programs in fulfillment of the mission of the [blank] Community College System.

The College meets community and individual needs by providing the opportunity for educational and training experiences through cooperative efforts with industry, business, professions, government, and other educational institutions, and through support of the economic development of the area.

The College provides student development programs for the enhancement of the academic, cultural, social, ethical, physical, and interpersonal development of students.
http://www.wc.cc.va.us/visitors/who/mission.html 24July98.

A less verbose, but still vague, mission-statement is the following:

> *In keeping with the mission of the [blank] Community College System, the mission of [blank] is to respond to the educational needs of a changing community and its institutions, ensuring that all individuals in the [blank] area have an opportunity to develop and enhance their values, skills and knowledge.*
> http://www.nv.cc.va.us/catalog/cat96/general/mission.htm 24July98.

Even brief mission statements may have brevity as their major virtue – often one cannot clearly tell what is and what is not within its scope. For example, in its entirety one community college mission statement is:

> *To meet the diverse educational and cultural needs of district residents by offering open access to, and excellence in higher education and cultural activities.* http://www.ccc-infonet.edu/mjc.html 24July98.

Worth noting is a statement attributed to Marilyn Shook:

> *The mission is a mirror of management-by intention or default. So if a company has a puffy mission statement, "then there's a puff upstairs." cited by Del Hunt Johnson,*
> http://www.businessleader.com/blsep96/mission.html 24July98.

By Shook's measure, community college leadership is as bad as I have feared.

What should a mission statement look like? A parable might be helpful:

> *"Once there was an old sea captain who was soliciting shipmates for his greatest embarkment ever. He managed to gather an entire crew of men willing to go off to sea. He huddled them together on the deck of his ship and began to delegate responsibility among the crewmen when one of the ambitious sailors asked, "Captain, where exactly are we going?" Confident in his own sense of direction and impeccable navigation ability, the captain replied, "Just do the job I assign you and leave the rest to me."*
>
> *One night, a storm hit the small vessel tossing it about on the waves. One hard hit sent the captain into the mast and unconscious on the deck. When the storm calmed, the crew began to argue about where they should direct the ship not knowing the direction that the captain desired to take. Unable to agree on a common direction, the crew divided, took lifeboats from the ship and abandoned the captain.*

The captain made two fateful errors. One was walking on the deck of the ship in the middle of a raging storm, the other was not sharing with his crew his expectations and mission of the voyage. In the business world, it is also important to establish a common purpose so that all employees and clients of the business know exactly where they fit in and where the company is going. Just as man has always striven to define a purpose for existence, so should businesses ask themselves "Why are we here?" and establish a mission statement." Excerpted from "A shared vision," by Jeff Foxx, http://www.businessleader.com/blsep96/shared.html 24July98.

Many enterprises have managed to deliver mission statements that are better than those found in community colleges. Even government agencies can have somewhat focused mission statements. For example,

"The mission of the Agency for Toxic Substances and Disease Registry (ATSDR), as an agency of the U.S. Department of Health and Human Services, is to prevent exposure and adverse human health effects and diminished quality of life associated with exposure to hazardous substances from waste sites, unplanned releases, and other sources of pollution present in the environment." http://atsdr1.atsdr.cdc.gov:8080/atsdrhome.html 24July98.

To address scientific and technology issues in the energy arena having pressing national importance. To work with U.S. industry to facilitate the rapid commercialization of Energy Program technologies. http://alvin.llnl.gov/ 25July98

Academics and their ilk are on occasion succinct. The Australian Society of Archivists produced a mission statement for an archivist as follows:

Archivists ensure that records which have value as authentic evidence of administrative, corporate, cultural and intellectual activity are made, kept and used. The work of archivists is vital for ensuring organisational efficiency and accountability and for supporting understandings of Australian life through the management and retention of its personal, corporate and social memory. http://www.glenbow.org/asa/dec96/mission.htm 24July98.

Mission statements in well-run businesses tend to be brief, crisp, and clear. For example,

TriTeal Corporation's mission is to unify enterprise computing by providing a universal, common desktop environment that spans many major computing platforms used today. http://www.triteal.com 24July98.

The Info-Data mission is to provide the premier international mining information service. http://www.info-mine.com/rgroup/rid.html 24July98.

To be a preeminent global provider of voice, data, video and wireless communications, directory advertising and other information services. http://www.bellsouthcorp.com/bsf/grantguide/docs/aboutbsc.html 24July98.

The mission of the North Alabama Industrial Development Association (NAIDA) is to assist in creating quality jobs for residents of Northern Alabama. http://www.ro.com/customers/naida/index.html 25July98

Our mission is to partner with our customers to provide solutions that meet their business needs and serve them to make their business run more efficiently. http://www.pssm.com/mission.htm 25July98. [oddly, the visual display on this web site is accompanied by the theme song from "Mission Impossible."]

Even religion-related businesses need not wander on in the manner of community colleges, e.g.,

The mission of The Psalmist is to assist people who are called to Christian music ministry by providing information that will help them manage their ministry, by giving them excellent recording services, and by helping them market their ministry effectively. http://www.cm-online.net/psalm/misstmt.htm 25July98.

Private, for-profit, institutions of higher education are midway between industry and public colleges in both length and focus. For example,

> *to provide high quality education to working adult students. The University identifies educational needs and provides, through innovative methods including distance education technologies, educational access to working adults regardless of their geographical location. The University provides general education and professional programs that prepare students to articulate and advance their personal and professional goals.*
> http://www.uophx.edu/uop/_gettokn.htm 24July98.

In summary, while most community college mission statements are prolix, archaic, and unfocussed, private industry tends to be brief and to the point; other governmental entities tend to be intermediate.

I ask, therefore, a few questions:

1. Why are community college mission statements so verbose and unfocussed while much larger and more complex private (and other governmental) enterprises have terse and focused mission statements?
2. Is #1 a significant problem and, if fixed, who would benefit? If it is not a significant problem, does this mean that we don't use the mission statement to guide what we do?
3. Why does the current community college mission overlap so much with the mission of the 60s?
4. Do we know what business we are in? If we do, how do we explain it to potential business customers, potential donors, etc?
5. Might any of the above enter into the thinking of legislators and other state officials as they increase the pressure for outcomes assessment and performance-based funding? (see, e.g., appendix 1, which was received at my college last week and Schmidt 1998).

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Appendix 1.

State Council of Higher Education for Virginia
General-education survey
General information

This general-education survey is divided into three parts, the first and second of which are designed for responses to be entered directly onto Excel files (e-mail copy provided; if you need the file in Lotus or on a disk, please let us know). The third part of the survey is a Word file and requests responses from defined lists, completion of an Excel format, and insertion or attachment of specific materials. We prefer that you respond to part 3 directly on the Word and Excel files and will provide you with the files on a disk or in WordPerfect or Lotus if you need them in that format. General directions for each of the three parts are given below. Specific directions are included on the Excel and Word files.

If you have questions about the survey, please call Donna Brodd, Acting Associate Director for Academic Affairs, at 804-225-4416, or send an e-mail message to her at brodd@schev.edu.

Survey responses must be received by the Council of Higher Education on or before **September 1, 1998**. E-mail submissions of the survey should be sent to brodd@schev.edu. If you prefer to respond on a hard copy of the survey, please mail it to Donna Brodd at the address on the letterhead.

General directions for parts 1, 2, and 3.

Part 1: General-education requirements for 1993-94 to 1996-97:

Attached is an Excel file with a file name of **GE history.xls**, which provides a format for reporting which courses met general-education requirements at your institution from 1993-94 to 1996-97. With data in this format, the Council's staff can use its student-specific database to determine general-education course-taking patterns during this period.

Part 2: General-education requirements for 1997-98:

The Excel file **GE 1997-98 requirements.xls** provides a format for reporting which courses met general-education requirements for **1997-98**. Please list each of these courses and answer questions about each course. This Excel file also asks you how your institution classifies each course and for other course-specific information.

Part 3: Specific questions about your institution's general-education program:

This part of the survey is a Word file that asks a series of general questions about the rationale and structure for your institution's general-education program and the process for changing that program. Completion of an Excel file titled **GE assessment.xls**, which requests information about assessment of student learning in your general-education program, is included in this part of the survey

State Council of Higher Education for Virginia

General-education survey

Institution _____

Contact person _____

Title _____ E-mail address _____

Phone number _____ Fax number _____

Each institution of higher education has a rationale for its general-education program and has formulated a structure that implements that rationale. The following questions ask you to describe your institution's general-education rationale and structure.

1. **Does your institution have an official statement of the philosophy or rationale for its general-education program?**

   ___ Yes *(If yes, please attach a copy of it.)*
   ___ No

2. **Which of the following characterize general education at your institution?** *(Check all that apply, and add any additional rationales that are distinct from those listed.)*

   ___ Acquiring intellectual skills
   ___ Creating a learning community
   ___ Cultivating personal fulfillment (to live "the life more abundant")
   ___ Developing habits of mind of a liberally educated person
   ___ Developing social and civic competencies and values
   ___ Integrating learning
   ___ Learning more about oneself
   ___ Producing an educated citizenry
   ___ Providing a foundation of learning experiences to enable advanced studies
   ___ Producing a versatile workforce (prepared for future career changes)

___ Sampling a variety of fields to enable choice of a major or future profession
___ Supplementing the person's concentration in a specialized field
___ Transmitting cultural heritage/s and values
___ Other (specify)

3. **Has your institution developed a set of learning goals or objectives for its general education program?**

___ Yes *(If yes, please attach a copy of the goals/objectives.)*
___ No
___ In process

4. **If yes, which one of the following best describes those learning goals/objectives? They are stated:**

___ Almost entirely in terms of content knowledge
___ Primarily content knowledge with some skill development
___ Equally in terms of skill development and content knowledge
___ Primarily skill development with some content knowledge
___ Almost entirely in terms of skill development
___ Other (please specify)

_____

5. **Has your institution adopted a definition of an educated person?**

___ Yes *(If yes, please attach a copy of this definition.)*
___ No
___ In process

6. **If your institution has general-education learning goals/objectives that wholly or in part are stated in terms of <u>skill development</u>, please answer this question. In the left-hand column, please check only the categories that are applicable to your general-education program. List and check other categories as appropriate. In the right-hand column, list the number of credits that are required in each of the categories. Since this list is not exhaustive, please add whatever categories your institution uses for its general-education program. If these skills are taught across the curriculum and do not have specific credit requirements, please answer question number 9 in addition to this question.**

Skill area **Number of credits required**

___ Computer/technological literacy _____
___ Critical thinking skills _____

___ Ethical reasoning skills

___ Foreign-language skills

___ Mathematical reasoning/quantitative analysis skills

___ Library research skills

___ Oral communication skills

___ Writing skills

___ Other (specify) _____

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

7. **If your institution has general-education learning goals/objectives that wholly or in part are stated in terms of content knowledge, please answer this question. Check the disciplinary areas that you require for your students. Since this list is not exhaustive, please add whatever categories your institution uses for its general-education program. In the left-hand column, please check only the categories that are applicable in your program. List and check other categories as appropriate. In the right-hand column, list the number of credits that are required in each of the categories. If this content is taught across the curriculum and does not have specific credit requirements, please answer question number 9 in addition to this question.**

Content area required	Number of credits
___ Communications	
___ Ethics	
___ Fine arts	

___ Foreign languages

___ Health / physical education

___ History

___ Humanities

___ Literature

___ Mathematics

___ International studies

___ Natural sciences

___ Social sciences

___ Technology

___ Other (specify) _____

___ _____

___ _____

___ _____

___ _____

___ _____

8. **If your institution has general-education learning goals/objectives that are not covered in questions 6 or 7, please add those goals here. If the content or skills are taught across the curriculum and do not have specific credit requirements, please answer question number 9 in addition to this question.**

Number of credits required

___ _____

___ _____

___ _____
_____
___ _____
_____
___ _____
_____
___ _____
_____
___ _____
_____
___ _____
_____

9. **Some institutions give special emphasis in their general-education programs to certain instructional themes <u>across the curriculum.</u> Please indicate whether your institution's general education program gives special emphasis across the curriculum to the following:** *(Check all that apply.)*

___ Computer literacy
___ Critical thinking
___ Ethics or ethical reasoning
___ Gender studies
___ Global studies / international studies
___ Multi-cultural studies
___ Oral communications
___ Science
___ Technology
___ Writing
___ Other (specify)
___ _____
___ _____
___ _____

10. **What is the total number of credits required in your institution's general-education program?**

_____

11. **Does your institution announce criteria for selecting courses for its general-education program?**

___ No
___ Yes *(If your institution has such criteria, please attach them. If these criteria are part of the rationale provided in question 1, please direct us to that rationale.)*

12. **Briefly explain whether and how your institution has sought to ensure that students gain a <u>breadth</u> of knowledge through their general education experience**. *(If this rationale is part of the rationale provided in question 1, please direct us to that rationale.)*

13. **Briefly explain whether and how your institution has sought to ensure that students gain a <u>depth</u> of knowledge through their general education experience.** *(If this rationale is part of the rationale provided in question 1, please direct us to that rationale.)*

14. **Does your institution attempt to assure content or skill-development consistency across different sections of the same general education course? If yes, in what ways, for instance, does your institution or some of its units encourage or require common syllabi, examinations, texts, or assessment methods?**

15. **How do you know whether students have attained the expected content and /or skill development as a result of completing your institution's general-education program? In your response, briefly describe how your institution uses general-education assessment findings in planning and evaluation, budget/ resource allocations, academic organization structures, faculty development or incentive programs, curriculum development, the co-curricular environment, and instruction. As part of your response, complete Sheet 3 of the Excel file "GE assessment.xls" which asks you to provide details on how your institution's general-education program is assessed.**

16. **Are all students required to take writing-intensive course/s?**

___ No
___ Yes If yes, how many courses (including English composition)? _____
If yes, how many are upper-division courses?
_____
If yes, how many are in the major?
_____

17. **What is the minimum level of mathematics required of all students?**

___ Calculus
___ College-level algebra
___ Math - but no level or course specified
___ Statistics
___ Other (specify) _____

18. Does your institution's general-education program vary with the: *(Check as many as apply)*

___ Associate degree (A.A., A.S., A.A.S., etc.)? (How many associate's degrees have separate general education requirements? _____)

___ Bachelor's degree (B.A., B.S., B.F.A., etc.)? (How many bachelor's degrees have separate general education requirements? _____)

___ College/school? (How many colleges/schools have separate general education requirements? _____)

___ Not applicable: All students take the same general-education program.

19. If the number of credits varies by degree type, list the degrees, the number of credits in general education and the total credits required for each degree.

Type of degree program	Number of credits in general education	Number of credits required for the degree
Occupational-technical associate degree		
Transfer-level associate degree		
Bachelor of arts degree		
Bachelor of science degree		
Bachelor of fine arts degree		
Bachelor of business administration degree		
Others (list)		

20a. For four-year institutions: Is your institution's current general-education program designed to be: *(check only one)*

___ Evenly distributed through all four years of the curriculum.

___ Mostly in the first two years with a few courses in the last two years

___ Primarily in the first two years of the curriculum

20b. For four-year institutions: Does your institution require upper-division courses/study in general education?

___ Yes _____ credits Specify area(s):
_____

___ Students may elect to take upper-division courses for general education

___ No

20c. **For <u>two-year</u> institutions: Is your institution's current general-education for <u>transfer-level</u> programs designed to be:** *(check only one)*

___ Evenly distributed through both years of the curriculum.
___ Mostly in the first year with a few courses in the second year
___ Primarily in the first year of the curriculum

20d. **For <u>two-year</u> institutions: Is your institution's current general-education for <u>occupational-technical</u> programs designed to be:** *(check only one)*

___ Evenly distributed through both years of the curriculum.
___ Mostly in the first year with a few courses in the second year
___ Primarily in the first year of the curriculum

21. **Which <u>one</u> of the following best describes the structure of your institution's general-education program? (If more than one answer applies, mark the best description 1, the next best description 2, and so on.)**

___ Common set of required courses that all students take;

___ Set of content-oriented areas (*e.g.*, natural sciences, social sciences, humanities, etc.) with course options in each area;

___ Set of skills-oriented areas (*e.g.*, writing, oral communication, quantitative analysis, etc.) with course options in each area;

___ Mixture of required courses and ones that are part of the major;

___ No requirements are set

___ Other (specify) _____

22. **Does your institution's general education program include any of the following special features?** *(Check all that apply and add others as appropriate.)*

___ Capstone courses
___ Distance-education courses (not web based)
___ Freshman seminar
___ Honors courses
___ Independent study
___ Interdisciplinary "core" courses

___ Internships or work experience
___ Senior seminar or project
___ Service learning
___ Web-based courses
___ Other (specify)
___ _____
___ _____
___ _____
___ _____
___ _____

23. **Briefly explain how the special features that you identified in the last question contribute to your institution's general-education program.**

General-education programs are dynamic and change in response to new pedagogy, student characteristics, and national trends, among many other things. The next set of questions asks you to describe the ways in which your institution maintains the vitality of its general education program.

24. **Who is responsible for oversight and periodic review of the general education program at your institution?**

25. **Have specific institutional funds been provided to support the general education program?**

___ Yes (*If yes, briefly describe.*)
___ No

26. **Has your institution undertaken faculty development activities specifically in support of general education?**

___ Yes (*If yes, briefly describe.*)
___ No

27. **When were the last two comprehensive reviews of general education conducted at your institution?** ***(Give years.)***

1. _____
2. _____

28. **Please outline the last review process, including how long it took from initiation to final adoption of the revised general-education program.**

29. **When do you expect to undertake the next comprehensive review of general education at your institution?**

_____

If your institution has undertaken a comprehensive review of general education within the past ten years or is planning one in the next three years, please answer the remaining questions:

30. **Who was/is primarily responsible for initiation of the review?** *(Check all that apply, and double check the three most important persons/groups for each review.)*

Last review Upcoming review

_____ _____ Committee (specify group and membership) _____)
_____ _____ Dean(s) (specify_____)
_____ _____ External bodies (SACS, SCHEV, etc.) (specify _____)
_____ _____ Faculty group (specify_____)

_____ _____ Members of the board of visitors/trustees
_____ _____ President
_____ _____ Provost/Academic Vice President
_____ _____ Strategic planning group
_____ _____ Other (specify_____)

31. **Indicate whether the following were/will be important as motivating factors in the review:** *(Check all that apply, and double check the three most important motivating factors for each review.)*

Last review Upcoming review

_____ _____ Broad concerns about general education
_____ _____ Changes in scholarship
_____ _____ Changes in student demographics
_____ _____ Need to accommodate new pedagogical styles, such as more collaborative learning and greater use of technology
_____ _____ Need to address cultural diversity issues
_____ _____ Need to address global issues
_____ _____ Need to incorporate technology skills

_____ _____ Need for more interdisciplinary opportunities
_____ _____ Need to provide students with greater choice
_____ _____ Need to provide students with less choice
_____ _____ Need to strengthen basic skills (writing, math, etc.)
_____ _____ Need to strengthen students' preparation for the workforce
_____ _____ Perceived incoherence in the former general-education program
_____ _____ Other (specify _____)

32. **Which of the following constituencies were/will be involved in the review?** *(Check all that apply and double check the three most important constituencies for each review)*

Last review Upcoming review

_____ _____ Administrators
_____ _____ Alumni
_____ _____ Donors
_____ _____ Faculty
_____ _____ Legislators
_____ _____ Governing board
_____ _____ Parents
_____ _____ Potential employers
_____ _____ Students
_____ _____ Other (specify _____)

33. **Which of the following strategies facilitate the review?** *(Check all that apply and double check the three most important strategies for each review.)*

Last review Upcoming review

_____ _____ Committee deliberations
_____ _____ Open hearings
_____ _____ Retreats
_____ _____ Participation in regional or national initiatives
_____ _____ Use of consultants
_____ _____ Other (specify _____)

34. **Describe briefly the ways in which your institution's current general-education program changed during the last revision. For instance, did it**

become more or less structured, have more or less student choice, or become more or less content or skill oriented?

35. We recognize that this survey cannot describe adequately and accurately each institution's general education program. Please add any other comments about your institution's general-education program that should be considered in the Council's report on this topic.